



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

REVIEWS

Social Education. By COLIN A. SCOTT, PH.D., head of the Department of Psychology, Boston Normal School. Ginn & Co. Pp. 300.

The aim of the book "is to put at the disposal of its readers a point of view or method of thinking rather than a completed system of thought." Two introductory chapters dealing with social relationships and tests for the school are followed by three chapters dealing respectively with Dr. Cecil Reddie's school at Abbotsholme, The George Junior Republic, and Professor Dewey's Laboratory School. In the two chapters following these Dr. Scott gives an account of his own work and that of others associated with him, and attempts to show that it embodies some features of the social spirit more completely than any of the three schools discussed. In the concluding chapters there is an attempt to show that the best teaching of various subjects depends upon a recognition of social facts.

The book is one which it is difficult to estimate as a whole. Its parts are of varying degrees of merit. In those chapters in which the author deals with the experiences of himself and his co-workers, there is much that is suggestive and it would have been well worth the while to have developed the subjects presented. As it stands, the treatment of social education is confined to self-organized groups of children or young people only. Teachers are not included in these groups. No attempt is made to give an account of the origin and development of the social instinct. The treatment is static, not dynamic.

In those chapters dealing with the experiments of others, notably those of Professor Dewey and his co-workers in the Laboratory School, it would seem that Dr. Scott would limit the term *social* to such activities as spring from the mutual interactions of a self-organized group. Social forces which operate through parents, teachers, and a course of study made by anyone outside the group, are rejected; and yet, in the discussion of the work of himself and his associates, these very factors nearly always appear although they are not always consciously recognized. Hence the difficulty in determin-

ing the connotation of the term *social* as used by the author. And this difficulty is further increased by the illustration of social education, given on pages 110-12, in which a child named Bessie figures. This child, for failing to take responsibilities, was dropped from the group to which she belonged; and as long as she stayed in the school was never invited to join another. Although the situation was relieved by the removal of Bessie's parents from the neighborhood before the close of the term, we are told nothing of the remainder of her life in the school aside from the statement that she was "not depressed in the least" by the treatment accorded to her. It would seem that the illustration embodied social problems well worth the attention of the teacher and the group.

There is one idea which is insisted upon with considerable uniformity throughout the discussion—that of the importance of self-organized groups. If this admirable idea has been overworked it is doubtless due in part to the fact that it needs emphasis in order to find an entrance into our educational system.

With regard to the course of study, it is not enough, according to the author, for the teachers to select materials carefully with reference to their fitness to meet the needs of the child, even when such materials are tested with children who are perfectly free to accept or reject. The group must furnish its own course of study. The general character of these and similar statements made throughout the discussion of the Laboratory School, makes it exceedingly difficult to understand what Dr. Scott's notion of the function of the teacher really is. He is not a member of the group and the group seems to be self-sufficing. He must keep his hands off the course of study; he must not suggest a problem, and it would seem (and here possibly we may catch a suggestion of a negative function) that he must not permit a child to get more out of a process than he sees in it when it is in the stage of the impulse. An illustration that points in this direction is the objection raised when the children of the Laboratory School who at first wanted to cook merely to "mess around" were led through the expression of this impulse under social conditions, to acquire a certain skill in cooking and a rational insight into the process. It would seem from this that Dr. Scott interprets the act of teaching the child so that he learns more than he had dreamed of learning from a given process, as taking an undue advantage of his ignorance and depriving him of the opportunity to remain in that blessed state. And yet, there are indications,

even in the treatment of this topic, that Dr. Scott would have the group do more than merely "mess around."

In failing to recognize that there are two factors in education, an *individual* and a *social* and in failing to recognize that the subject-matter, and the guidance of teachers and parents are just as truly social in their proper place as the first-hand experiences of the group, Dr. Scott strikes against a hard rock which has obstructed the way of many an enthusiast in education. Such misconceptions are responsible for the waste which comes from *ending* as well as *beginning* with the experience of the individual or the group; with ending as well as beginning with purely instinctive expressions; one factor in education—first-hand experience—is recognized, but the failure to recognize the situations which give this experience an opportunity to function deprives it of its real value.

The merits of the work as a careful and accurate statement and interpretation of facts may be illustrated, perhaps, from the following extracts:—On page 80 Dr. Scott, when discussing the Laboratory School, states on his own authority, "New adaptations in the course of study were constantly being made." But when he wrote page 83 he evidently lost sight of his recent statement for, after strong words of disapproval, he states, ". . . the realization of any theory of education always meets with serious obstructions in practice . . . but these difficulties should return upon the theory and modify it, if it is to maintain itself as a guide and remain free from the suspicion of being a priori." This last thrust, with an expression borrowed from Professor Dewey's philosophy, tends to give to the situation an element of humor.

KATHARINE E. DOPP

THE UNIVERSITY OF CHICAGO EXTENSION DIVISION

Colonization: A Study of the Founding of New Societies. By ALBERT GALLOWAY KELLAR, professor of the science of society, Yale University. Ginn and Co., 1908. 1 vol. Pp. xii+632; with six maps.

Dr. Kellar has here brought together, primarily "to provide a textbook for the study of colonization," certain least known and least accessible data of colonial history. He states that "the book is based almost entirely on treatises rather than sources." He has made a clear, readable history. The dry bones are not reshaped out of